

**Ebb Valley Elementary School
School Improvement Plan
2026-2027**

School Vision / Mission
Our Mission Statement: To safely and respectfully work together doing our very best each day. Our Vision: Ebb Valley is a results-oriented community preparing learners to excel in an ever-changing world.
Carroll County Public Schools Vision 2024-2029
Improve Academic Achievement ➤ CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future. ➤ CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.
Strengthen Productive Family & Community Partnerships ➤ Communication between CCPS and the community demonstrates transparency, trust, and respect. ➤ CCPS partners with local government, businesses, and agencies to support student learning. ➤ CCPS will increase transparency in the public procurement process.
Develop and Support a Successful Workforce ➤ CCPS recruits qualified candidates for all teacher positions. ➤ CCPS supports staff to build the Blueprint for Maryland's Future career ladder. ➤ CCPS recruits and retains diverse employees reflective of our student community.
➤ CCPS maintains class sizes that support learning.
Provide a Secure, Healthy, & Modern Learning Environment ➤ CCPS promotes a culture of school security to protect and educate our students. ➤ CCPS maintains modern schools, facilities, and resources that support the educational program.
School Needs Assessment
1. Reading: As our state and county continues to focus on increasing students' reading proficiency, our reading goals will focus on ensuring students are meeting reading expectations for their grade levels. In ELA in Pre-K, students are expected to learn 17 uppercase and 17 lowercase letters by the end of the school year, which supports students as they begin to connect letter-sound correspondences to early reading. During the 2025-2026 school year, 85% of students met the goal for uppercase letter identification and 75% of students met the goal for lowercase letter identification. This year, we will focus on increasing the number of students who meet the end of the year goal for letter identification. During the 2025-2026 school year, students who met the grade level expectation for Acadience Composite Score in grades K-3 were as follows: 73% in kindergarten, 47% in first grade, 50% in second grade, and 79% in third grade. We will focus on students meeting the proficiency expectation for Star Early Literacy and/or Star Reading by the end of the year, which assesses students' mastery of grade level reading standards. In grades 4-5, we also will focus on developing skilled readers with increased comprehension considering the importance of building background knowledge and vocabulary. The percentage of fourth and fifth grade students who scored in greater than the 40th percentile on MAP Growth were as follows: Grade 4: 81% and Grade 5: 73%. However, historically, our students continue to show a need for support with the standards related to identifying the text structure and main idea. This upcoming year, we will continue to focus on students' reading proficiency utilizing the Star Reading assessment and determining which students score at or above grade level through a focus on comprehension instruction.

2. **Writing:** In ELA, in K during the 2025-2026 school year, students' mastery of encoding skills taught through explicit, tier 1 phonics instruction with FUNdations was measured with an end of the year dictation assessment. In Kindergarten, 92% of the students scored 80% or better. In first grade, 90% of the students scored 80% or better. These results showed that students were able to develop understandings of grade level phonics skills and apply those understandings in their writing independently. We will continue to focus on students' encoding skills and again utilize the FUNdations dictation sentence assessment at the end of the year. In grades 2-5, informational writing is a very important skill because it can be produced based on self-selected research or on-demand prompts that require text evidence. In 2025-2026, grades 2-5 teachers began utilizing Benchmark Advance for their whole group writing instruction. Students' progress towards meeting end of the year expectations for informational writing were measured using the CCPS 12-point rubric on the Benchmark Interim Pre and Post Tests. This year, we will measure students' informational writing proficiency with the end of the year Benchmark Advance Interim Post Test writing scores.

3. **Math:** Math assessment data indicates that the number of students meeting the county expectation does not align with the county scores on the benchmark assessments. Since we have been successful in meeting the county average at most grades, we are aiming to maintain or improve our mean scores to increase the number of students who are meeting or exceeding the 80% standard.

School Improvement Goals to Target Areas from Needs Assessment

1. **Reading: K-5:** By June 2027, the percentage of students meeting or exceeding grade level reading expectations will increase, as measured by the end of year Upper and Lowercase Letter Identification in Pre-K, the end of year Star Early Literacy in K, end of the year Star CBM ORF in 1-2, or Star Reading in grades 3-5.
2. **Writing: K-5:** By June 2027, the percentage of students meeting or exceeding grade level writing expectations, as measured by FUNdations dictation in grades K-1 and Benchmark Post Test Informational Writing.
3. **Math: PK-5:** By June 2027, the percentage of students in each grade-level cohort demonstrating proficiency (80% or higher) will increase by at least 5 percentage points, as measured by the CCPS Mathematics End of Year Assessment.
4. **Behavior:** By June 2027, the percentage of FARMS/ESL students' referrals will decrease by 25% or more from quarter 1 to quarter 4.

School Improvement Goals 2026-2027

#1 English Language Arts – Reading

By June 2027, the percentage of students meeting or exceeding grade level reading expectations will increase, as measured by the end of year Upper and Lowercase Letter Identification in Pre-K and the end of year Star Early Literacy or Star Reading in grades K-5.

Grade	Spring 2026 ELA Data	Spring 2027 ELA Goal
PreK	Uppercase Letter Identification: 85% Lowercase Letter Identification: 75%	Uppercase Letter Identification: 94% Lowercase Letter Identification: 88%
K	Acadience Composite Score: 73%	Star Early Literacy % At or Above EOY Expectation: 80%
1	Acadience ORF Accuracy: 51%	Star CBM ORF % At or Above EOY Expectation: 70%
2	Acadience ORF Accuracy: 60%	Star CBM ORF % At or Above EOY Expectation: 70%
3	Acadience Composite Score: 79%	Star Reading % At or Above EOY Expectation: 85%
4	MAP Growth % Meeting EOY Expectation: 81%	Star Reading % At or Above EOY Expectation: 85%
5	MAP Growth % Meeting EOY Expectation: 73%	Star Reading % At or Above EOY Expectation: 80%

Actions and Strategies	Timeline	Measures of Success/Performance Target																			
1.1 Through professional development, teachers will analyze and implement decoding, fluency and comprehension strategies that align with the Science of Reading and enhance Tier 1 instruction. - Use of professional texts to guide PD will include <i>Reading Assessment Done Right</i>, <i>7 Mighty Moves</i>, <i>Differentiated Phonics Instruction for Maximum Impact</i>, <i>Know Better, Do Better</i>, and <i>Strive for Five</i>.	• PD throughout the school year focusing on decodable texts, knowledge building, vocabulary, fluency, and utilizing data from county assessments to inform instruction • Collaborative team planning with grade levels weekly • Hold monthly collaborative data meetings with general educators and special	Through progress monitoring with the assessments CCPS PLA Uppercase and Lowercase Identification, Star Early Literacy Progress Monitoring, Star Reading Progress Monitoring, and Star CBMs, the following performance targets are: <table><tr><th>Measure</th><th>2026</th><th>Target for 2027</th><th>2027</th></tr><tr><td>Letter ID (Pre-K)</td><td>85%/75%</td><td>94%/88%</td><td></td></tr><tr><td>Star Early Literacy (K)</td><td>73%</td><td>80%</td><td></td></tr><tr><td rowspan="2">Star CBM ORF (1,2)</td><td>51%</td><td>70%</td><td></td></tr><tr><td>60%</td><td>70%</td><td></td></tr></table>	Measure	2026	Target for 2027	2027	Letter ID (Pre-K)	85%/75%	94%/88%		Star Early Literacy (K)	73%	80%		Star CBM ORF (1,2)	51%	70%		60%	70%	
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	educators to plan and review students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education services, and support in place for ELL students	<table><tr><td rowspan="3">Star Reading (3, 4, 5)</td><td>79%</td><td>85%</td><td></td></tr><tr><td>81%</td><td>85%</td><td></td></tr><tr><td>73%</td><td>80%</td><td></td></tr></table>	Star Reading (3, 4, 5)	79%	85%		81%	85%		73%	80%																												
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1.2 Continue explicit, systematic <i>FUNdations</i> instruction in grades Pre-K-3 and pilot <i>FUNdations</i> for grades 4-5. - Students will engage in daily decoding practice through sound card drills, blending with sound cards for accuracy, and blending whole words for fluency. - Students will practice reading targeted patterns and rules in isolation and applying them to texts.	• Daily instruction and unit assessments	Through progress monitoring with the assessments CCPS PLA Uppercase and Lowercase Identification, Foundations assessments, CCPA Scores, Star Early Literacy Progress Monitoring, Star Reading Progress Monitoring, and Star CBMs, the following performance targets are based on the CCPS Information to Support Instruction: <table><tr><td>Measure</td><td>2026</td><td>Target for 2027</td><td>2027</td></tr><tr><td>Letter ID (Pre-K)</td><td>85%/75%</td><td>94%/88%</td><td></td></tr><tr><td>Foundations Target</td><td colspan="2">Mastery of unit test- 80% or better</td><td></td></tr><tr><td>CCPA</td><td colspan="2">Mastery of phonics pattern- 8/10</td><td></td></tr><tr><td>Star Early Literacy (K)</td><td>73%</td><td>80%</td><td></td></tr><tr><td rowspan="2">Star CBM ORF (1,2)</td><td>51%</td><td>70%</td><td></td></tr><tr><td>60%</td><td>70%</td><td></td></tr><tr><td rowspan="3">Star Reading (3, 4, 5)</td><td>79%</td><td>85%</td><td></td></tr><tr><td>81%</td><td>85%</td><td></td></tr><tr><td>73%</td><td>80%</td><td></td></tr></table>	Measure	2026	Target for 2027	2027	Letter ID (Pre-K)	85%/75%	94%/88%		Foundations Target	Mastery of unit test- 80% or better			CCPA	Mastery of phonics pattern- 8/10			Star Early Literacy (K)	73%	80%		Star CBM ORF (1,2)	51%	70%		60%	70%		Star Reading (3, 4, 5)	79%	85%		81%	85%		73%	80%	
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1.3 Primary (Pre-K-2): • Utilize decodable texts from <i>UFLI</i>, <i>Being a Reader</i>, <i>FUNdations</i>, <i>Dynamite Decodables</i>, <i>Wonders</i>, and other resources with multiple exposures to implement explicit fluency practice routines. • <i>FUNdations</i>, <i>Wonders</i>, <i>Benchmark Advance</i>, and small group, differentiated lessons will be modeled/co-taught by ELA Specialist. • Plan with K-1 teachers <i>Wonders</i> lessons utilizing the LETRS Comprehension Planning Checklist template to enhance	• Daily first pass and small group instruction during the ELA block • Develop 4-6 week WIG with paired interventions for students identified based on targeted data • Identify students who qualify for SRIPs and students who are approaching risk based on the beginning of the year assessments to develop interventions	Through progress monitoring with the assessments CCPS HFW assessments, Star CAT and CBM assessments, Fluency Checks from <i>Wonders</i> and <i>Benchmark Advance</i>, the following performance targets are based on the CCPS Information to Support Instruction: <table><tr><td>Measure</td><td>2026</td><td>Target for 2027</td><td>2027</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Measure	2026	Target for 2027	2027																																	
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lessons and align with structured literacy practices. - Continue daily instruction of high frequency words aligned with <i>FUNdations</i> and the Science of Reading including emphasis on orthographic mapping and utilization of multimodal approaches like Snap Words. - Grades Pre-K - 1 will implement phonemic awareness instruction through <i>Heggerty</i> daily and will be supported through professional development in using the program. - Fluency folders will be implemented in grades K-5 including practice with a 5-Day Fluency Routine with grade level, authentic texts. Pieces of the folders will be differentiated to target students' needs based on their assessment data.	and determine targeted groupings. Weekly fluency practice in whole and small groups and independently.	<table><tr><td>Letter ID (Pre-K)</td><td>85%/75%</td><td>94%/88%</td><td></td></tr><tr><td>Star Early Literacy (K)</td><td>73%</td><td>80%</td><td></td></tr><tr><td rowspan="2">Star CBM ORF (1,2)</td><td>51%</td><td>70%</td><td></td></tr><tr><td>60%</td><td>70%</td><td></td></tr><tr><td rowspan="3">Star Reading (3, 4, 5)</td><td>79%</td><td>85%</td><td></td></tr><tr><td>81%</td><td>85%</td><td></td></tr><tr><td>73%</td><td>80%</td><td></td></tr></table>	Letter ID (Pre-K)	85%/75%	94%/88%		Star Early Literacy (K)	73%	80%		Star CBM ORF (1,2)	51%	70%		60%	70%		Star Reading (3, 4, 5)	79%	85%		81%	85%		73%	80%									
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1.4 Intermediate (3-5): - Focus on two priority standards (based on historical data from MCAP): RI.8 Text Structure and RI.2 Main Idea - Provide strategies to target both standards using text structure to inform main idea. - Utilize paragraph shrinking and gist statements with paragraphs and full texts. - Increase Lexile levels through comprehension strategy instruction and responses to text. - Flexible, small group reading instruction lessons modeled/co-taught by ELA Specialist including focused use of knowledge building texts. - Explicitly teach <i>Benchmark Advance</i> and utilize resources in grades 2-5 for ELA instruction to build students' knowledge of content and vocabulary throughout literacy units.	- Daily first pass and small group instruction targeting knowledge and vocabulary building in ELA - Development of targeted, differentiated interventions and instruction during the intervention block based on Star Reading data and reports - Weekly use of rigorous reading tasks utilizing multiple sources to respond to comprehension questions - Develop 4-6 week WIG with paired interventions for students identified based on targeted data	Through progress monitoring on the following assessments, Star CAT and CBM assessments and <i>Benchmark Advance</i> formative and summative assessments, the following performance targets are based on the CCPS Information to Support Instruction: <table><tr><th>Measure</th><th>2026</th><th>Target for 2027</th><th>2027</th></tr><tr><td>Letter ID (Pre-K)</td><td>85%/75%</td><td>94%/88%</td><td></td></tr><tr><td>Benchmark Universe</td><td colspan="2">Mastery of unit test- 80% or better</td><td></td></tr><tr><td>Star Early Literacy (K)</td><td>73%</td><td>80%</td><td></td></tr><tr><td rowspan="2">Star CBM ORF (1,2)</td><td>51%</td><td>70%</td><td></td></tr><tr><td>60%</td><td>70%</td><td></td></tr><tr><td rowspan="3">Star Reading (3, 4, 5)</td><td>79%</td><td>85%</td><td></td></tr><tr><td>81%</td><td>85%</td><td></td></tr><tr><td>73%</td><td>80%</td><td></td></tr></table>	Measure	2026	Target for 2027	2027	Letter ID (Pre-K)	85%/75%	94%/88%		Benchmark Universe	Mastery of unit test- 80% or better			Star Early Literacy (K)	73%	80%		Star CBM ORF (1,2)	51%	70%		60%	70%		Star Reading (3, 4, 5)	79%	85%		81%	85%		73%	80%	
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• Analysis of Star Reading data to determine focus skills to target in small group instruction and in Freckle online practice. • Improve reading proficiency using rigorous, online reading tasks when appropriate, to read independently, answer text-dependent questions - including selective responses (with Part A/Part B), and written responses. • Teachers will provide explicit instruction and opportunities for students to read, analyze, synthesize, and respond to multiple texts (print and digital) using text evidence.		
1.5 Conduct monthly data meetings with administration, special education case manager, and ELA Specialist. - Monitor student progress on assessments/concept attainment. - Identify needs and develop an intervention plan to address them: • Identify students not meeting grade level expectations on STAR assessments to determine appropriate small group instruction and interventions. • Identified students (below 25th percentile) will receive a Student Reading Intervention Plan (SRIP). Parent conferences will be conducted to communicate student goals and progress, and interventions will occur during the supplemental reading instruction block. • Students between the 25th-40th percentile will receive supplemental instruction through an	• Monthly monitoring at data meetings with collaborative data analysis of summative assessments. • PD sessions in September, October and later in the year will focus on Star Data analysis. • SRIP parent meetings will occur within 30 days of student identification. Interventions will take place in two 10-week periods during the year.	• Students identified for intervention will demonstrate improvement in identified concepts stated in the WIG. • Expected achievement will be set in the goal. • Progress monitoring will occur using Star assessments. • Goals will be set in the Renaissance platform. • Focus on Special Education population when reviewing data, and develop SMART goals including all students needing intervention beyond IEP goals.

intervention during the block as well. • ELA specialist and classroom teachers (general education and special education) will collaborate with the AEL tutor and other staff to develop appropriate monthly goals, intervention plans, and WIGs for a 4-6 week intervention for students not meeting expected performance level.		
1.6 The staff will encourage students to take responsibility for their own data through strategic goal setting and progress monitoring. Class and individual scoreboards will be clear to all students and staff. The baseline percentage will be utilized to assist students in determining if goals are met.	• Daily discussion of goal setting and weekly progress monitoring • Monthly discussion of goals during team data meetings	• Progress monitor students' success on the assessments using targets from the CCPS Information to Support Instruction.
1.7 Teachers will demonstrate cultural proficiency and responsiveness in their classroom by utilizing authentic, complex texts which incorporate a wide range of student identities, languages, backgrounds, and abilities to inform strategies and reach all students.	• Incorporate authentic, complex texts into weekly planning	• Use of texts in first pass and small group instruction • Measured with fidelity curriculum checklist

School Improvement Goal 2026-2027

#2 English Language Arts – Writing

By June 2027, the percentage of students meeting or exceeding grade level writing expectations, as measured by FUNdations dictation in grades K-1 and Benchmark Post Test Informational Writing, will increase from the previous year's data.

Grade	Spring 2026 ELA Data (% meeting 80%)	Spring 2027 ELA Goal (% meeting 80%)
K	Fundations Dictation Sentence: 92%	Fundations Dictation Sentence: 95%
1	Fundations Dictation Sentence: 90%	Fundations Dictation Sentence: 95%
2	Benchmark Interim Post Test Informational Writing: 43%	Benchmark Interim Post Test Informational Writing: 70%
3	Benchmark Interim Post Test Informational Writing: 20%	Benchmark Interim Post Test Informational Writing: 70%
4	Social Studies Informational Writing Assessment: 76%	Benchmark Interim Post Test Informational Writing: 85%
5	Social Studies Informational Writing Assessment: 82%	Benchmark Interim Post Test Informational Writing: 90%

Actions and Strategies	Timeline	Performance Target																
2.1 Through professional development, teachers will develop understandings and knowledge of structured writing instruction utilizing <i>LETRS Volume 2, The Writing Revolution 2.0</i> and <i>Benchmark Advance</i> .	• PD throughout the year focusing on encoding and informational writing • Collaborative team planning with grade levels weekly • Hold monthly collaborative data meetings with general educators and special educators to plan and review students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education services, and support	Progress monitor students’ success on the following assessments: • <i>FUNdations</i> dictation in class, unit tests, and in small groups • Teacher created writing prompts utilizing the CCPS 12 • 12-point rubric for grading <table><tr><th>Grade</th><th>2026</th><th>Target for 2027</th><th>2027</th></tr><tr><td>K</td><td>92%</td><td>95%</td><td></td></tr><tr><td>1</td><td>90%</td><td>95%</td><td></td></tr><tr><td>2</td><td>43%</td><td>70%</td><td></td></tr></table>	Grade	2026	Target for 2027	2027	K	92%	95%		1	90%	95%		2	43%	70%	
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2.2 Primary (K-1): - Focus on encoding and demonstrating application of phonics skills and patterns taught through <i>FUNDations</i> dictation and unit assessments - Professional development to analyze and implement encoding strategies through <i>FUNDations</i> - Explicit instruction of handwriting in manuscript through the <i>Fundations</i> curriculum with a focus on correct letter formation in isolation, in words, and in sentences to develop written fluency and muscle memory, lessening the cognitive load during dictation.	- Daily explicit phonics instruction through <i>FUNDations</i> including dictation practice every day - PD throughout the year focusing on first pass instruction and targeted small group writing instruction - Develop 4-6 week WIG with paired interventions for students identified based on targeted data	Progress monitor students' success on the following assessments: <i>FUNDations</i> unit assessment dictation and in lessons - Performance on formative writing tasks with a focus on encoding - Practice with CCPS Handwriting Materials in the classroom and sent home to share with parents <table><tr><th>Grade</th><th>2026</th><th>Target for 2027</th><th>2027</th></tr><tr><td>K</td><td>92%</td><td>95%</td><td></td></tr><tr><td>1</td><td>90%</td><td>95%</td><td></td></tr></table>	Grade	2026	Target for 2027	2027	K	92%	95%		1	90%	95%					
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2.3 Intermediate (2-5): - Explicitly teach <i>Benchmark Advance</i> writing lessons and utilize checklists to develop exemplar writing. - Acquire and utilize paired Social Studies texts and sources for knowledge building and planning writing to make a claim. - Utilize updated CCPS 12-point writing rubrics within teams and across grade levels. - Explicitly teach <i>Unlocking the Prompt</i> as a pre-writing strategy when responding to prompts in all genres of writing. - Support students with effective, well-organized use of <i>Claim Evidence Reasoning</i> when responding to text. - Provide opportunities for both process and on-demand writing within each unit of instruction including the use	- PD throughout the year working with grade levels and across grade levels to develop common organizers, exemplars, and rubrics - Weekly collaborative planning to incorporate writing in Social Studies and Science instruction - The ELA Specialist and teachers will introduce the <i>Unlocking the Prompt</i> strategy in grades 2-5 in quarter 1. The ELA Specialist will support teachers throughout the year in co-teaching targeted areas of the writing rubric and in working with small groups.	Progress monitor students' success on the following assessments: <i>Benchmark Advance</i> writing formative assessments and prompt responses within units - Exit tickets as informal check-ins - Teacher created writing prompts utilizing the CCPS 12-point rubric for grading - Written responses in STEMSS - Practice with CCPS Handwriting Materials in the classroom and sent home to share with parents <table><tr><th>Grade</th><th>2026</th><th>Target for 2027</th><th>2027</th></tr><tr><td>2</td><td>43%</td><td>70%</td><td></td></tr><tr><td>3</td><td>20%</td><td>70%</td><td></td></tr><tr><td>4</td><td>76%</td><td>85%</td><td></td></tr></table>	Grade	2026	Target for 2027	2027	2	43%	70%		3	20%	70%		4	76%	85%	
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of exit tickets for quick writes to monitor students' progress. - Utilize common organizers across grade levels to build consistency and differentiate based on students' needs. - Explicit instruction in cursive for grade 3 and continued practice in grades 4-5 utilizing Wilson's Cursive Kit materials to strengthen students' muscle memory and written fluency skills. - Utilize students' writing (without names) as exemplars to model expectations for informational writing.		<table><tr><td>5</td><td>82%</td><td>90%</td><td></td></tr></table>	5	82%	90%	
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2.5 The staff will encourage students to take responsibility for their own data through strategic goal setting and progress monitoring. Class and individual scoreboards will be clear to all students and staff.	- Daily discussion of goal setting and weekly progress monitoring - Monthly discussion of goals during team data meetings	Progress monitor students' success on the following assessments: <i>FUNdations</i> dictation informally during lessons and on unit assessments <i>Benchmark Advance</i> writing assignments and prompt responses				
2.6 Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students.	Weekly collaborative planning	First pass instruction and small group writing				

School Improvement Goal 2026-2027

#3 Math

By June 2027, the percentage of students in each grade-level cohort demonstrating proficiency (80% or higher) will increase by at least 5 percentage points, as measured by the CCPS Mathematics End of Year Assessment.

Percentage of Students Meeting County Standard Score of 80% End of Year Mathematics Assessment				
	2023	2024	2025	2026
PreK	90	95	80	89
K	84	81	90	81
1	94	86	78	88
2	69	72	75	66
3	65	65	66	61
4	62	62	46	53
5	57	54	35	49

EOY Mean Scores End of Year Mathematics Assessment 2026							
	PK	K	1	2	3	4	5
CCPS	91	91	91	85	77	82	74
EVE	94	90	91	81	78	77	74

Grade Level Cohort Goal 2027			
Grade	CCPS 2026 EOY	EVE 2026 EOY	EVE 2027 Goal
PreK	86	89	90
K	87	81	86
1	88	88	86
2	77	66	90
3	58	61	71
4	69	53	66
5	48	49	58

*PreK and Grade 1 will maintain at 90% or increase by 1-5 points

*K will increase by 5 points based on last year's kindergarten performance

Actions and Strategies	Timeline	Measures of Success Desired Performance Level
3.1 Grade-level teachers will meet with the MRT during weekly team meetings to: - Plan standards-aligned instruction using the Maryland College and Career Ready Standards and supporting documents including the Companion Guide, Crosswalk and Numeracy Development Framework to identify learning expectations, instructional progressions and prerequisite skills. - Analyze student data and progress to identify instructional shifts, next steps, and intervention needs using formative and summative assessment data.	- Weekly team Meetings September-June - Monthly data meetings connected to current curriculum September-May	- Increased percentage of students meeting or exceeding 80% proficiency on unit assessments (Scoreboard) - Increased percentage of students meeting identified intervention SMART goals and demonstrating progress toward grade-level expectations - Lessons plans and instructional practices reflect intentional alignment - First pass instruction demonstrates quality, standards aligned and current best practices informed by student data and formative assessment - Weekly team meetings demonstrate consistent use of data to identify instructional shifts, targeted reteaching and next steps
3.2 All grade-level math blocks (60 minutes) will include high yield components - Number Talks - Mathematical vocabulary - Calculator Instruction (when applicable) - Math Tasks (Modeling and Reasoning) 3 Principles of Remembering - Purposeful use of manipulatives to support conceptual understanding - Data Chats - Developing fluency - Mathematical Practices - Conceptual Understanding: moving from concrete, representational to abstract - Active student discourse - Thirty minutes of supplemental math time will be used for Tier 2 and Tier 3 interventions	- Monthly SIT meetings - Weekly collaborative planning - Co-teach and/or model lessons with MRT - Monthly Administrative Walk-throughs to monitor implementation	- Administrative walkthroughs/observations demonstrate consistent implementation of high-yield math practices, including number sense routines, appropriate use of manipulatives, modeling and reasoning, and mathematical discourse. - Increased percentage of students meeting or exceeding 80% proficiency on county assessments - Increased student performance on summative assessments, including an increase in students scoring 3-pts on Modeling and Reasoning Rubrics
3.3 All content educators will be provided with grade level Professional Development: - Numeracy Development Framework - Modeling and Reasoning - Procedural Fluency	- Scheduled County PD sessions - Weekly and Monthly team meetings (as needed).	- Increased percentage of students meeting 80% standard formative and summative assessments (scoreboard) - Evidence of instructional practices within daily lessons during administrative and walk-throughs, and coteaching lessons with MRT

• Daily Routines • Building Thinking Classrooms (tasks)		
3.4 Conduct monthly data meetings with administration, special education case manager, and the MRT to support teachers in analyzing student data and planning targeted interventions: • Monitor student progress and concept attainment using assessment data • Identify student needs and develop targeted intervention based on identified skill gaps. • Set WIGs and monitor progress through 4-6 week intervention cycles for students not meeting expected performance levels. • Use progress-monitor data to adjust instruction and intervention.	• Monthly monitoring and collaborative analysis of summative assessment data during data meetings.	• Students receiving intervention will demonstrate improvement in identified concepts and measurable progress toward the SMART goal. • Focused review of student groups including students receiving special education services, to identify needs beyond current IEP goals and establish SMART goals and supports when appropriate.

School Improvement Goal 2026-2027

#4 Behavior

Behavior: By June 2027, the percentage of students who have IEPs and/or are FARMS/ESL will decrease their number of referrals by 25% or more from quarter 1 to quarter 4.

Actions and Strategies	Timeline	Performance Target
4.1 All staff will review the PBIS policies as well as the expected disciplinary actions used at EVE. The school counselor will provide resources for the school that are consistent amongst grade levels. Students will clearly understand the expectations for all parts of their school day. - Students will be recognized individually, as classes, and as grade levels at quarterly assemblies for following the 3 R's- respectful, responsible and ready to learn. Students will be recognized in all parts of their school day- in their classrooms, special areas, the cafeteria, and on buses for their positive behaviors. - Staff will implement consistent use of disciplinary actions such as "stop and thinks" and use of a "cool down" spot	Begin at the August staff meeting and continue to revisit throughout the year	We will reduce the number of referrals of FARMS/ESL students by 25% from quarter 1 to quarter 4.
4.2 The school counselor and/or school psychologist will provide professional development, providing our staff knowledge of strategies for academically and emotionally supporting students dealing with trauma. - We will implement the use of the Second Step curriculum across K-5 grade levels. - PD will include support for using Zones of Regulation language and strategies in the classroom consistently for students in Pre-K through 5th grade. - PD will also include student engagement strategies to utilize in the classroom.	Daily	We will reduce the number of referrals of FARMS/ESL students by 25% from quarter 1 to quarter 4.
4.3 PBIS will look at discipline data with stakeholders such as behavioral support staff, teachers, administration, etc. We will also discuss behavior and discipline at the team level during behavior data meetings and use tier one and tier two strategies: - Check In/ Check Out - Positive Breaks - SSP Plans - Revisiting Behavior Plans	- Monthly SST meetings - Monthly PBIS committee meetings - Weekly grade level kid-talk meetings	We will reduce the number of referrals of FARMS/ESL students by 50% from quarter 1 to quarter 4.
4.4 Follow the strategic actions established in the TSI plan to support students' social-emotional needs and growth	Quarterly	Improvement on school designed rubric for teachers and students (rating scale of 0-5)
4.5 The school counselor will target students with a high number of discipline referrals in a small group focused on Zones of Regulation.		We will reduce the number of referrals of FARMS/ESL students by 25% from quarter 1 to quarter 4.